DOCUMENT RESUME

ED 135 167 EC 093 011

TITLE	Sunshine School's S.O.P.: Sequenced Objectives for Preschoolers. An Evaluation and Instruction Guide for Working with the Developmentally Delayed.
INSTITUTION	Sunshine School, Gainesville, Fla.
SPONS AGENCY	Florida State Dept. of Health and Rehabilitative Services, Tallahassee.
PUB DATE	Oct 75
NOTE	51p.
AVAILABLE FROM	Sunshine School, 1610 N.W. 2nd Street, Gainesville, Florida 32601 ($3.50, Postage $0.50)
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	*Behavioral Objectives; Curriculum Guides; *Developmental Tasks; Early Childhood Education; Expressive Language; Language Development; *Mentally Handicapped; Motor Development; Perceptual Motor Learning; Programed Instruction; Receptive Language; Self Care Skills; Sequential Approach; Social Development; *Student Evaluation; Task Analysis
IDENTIFIERS	*Developmental Disabilities; *Sequenced Objectives for Preschcolers

ABSTRACT

Developed by professional educational staff, the curriculum of developmentally sequenced objectives for preschoolers (SOP) is designed for use in infant stimulation programs, for preschool training for all levels of retardation, with severely and profoundly retarded school age children, and for trainable and educable children during the earlier portion of school age range. A brief introduction covers the purposes of SOP; SOP's advantages; initial evaluation, basal and ceiling levels, and recording responses; selecting objectives; reporting and recording progress; and reevaluation. Objectives are listed in evaluation table form for the following areas: fine and perceptual motor, communications (prelanguage abilities, receptive language abilities, and expressive language abilities), gross motor, self help, and social (eating skills and miscellaneous social skills). Bibliographies follow each major section. (SBH)

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Sunshine School's

S.O.P.

SEQUENCED OBJECTIVES FOR PRESCHOOLERS

An Evaluation and Instruction Guide for
Working with the Developmentally Delayed

Prepared by the Staff of

Sunshine School
1610 N.W. 2nd Street
Gainesville, Florida 32601

First Printing—October, 1975

Price per copy: $3.50
Postage: 50¢

EC093011

DEDICATION

This curriculum is dedicated to Dr. Myron Cunningham who has been a friend to Sunshine School since its inception (1966) and a contributor to the field of Special Education since 1935.

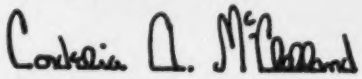
This curriculum is the outgrowth of data assembled over a period of several years by the professional staff at Sunsine School. It has been designed for use with children whose abilities in various areas of development range from the first months of infancy through approximately 4 years.

S.O.P is appropriate for use with:

Infant stimulation programs
Preschool training for all levels of retardation
Severely and profoundly retarded school age children
Trainable and educable children during the earlier portion of school age range

It should be noted that the objectives are based on normal developmental patterns thus providing a solid foundation for assessment through which an appropriate training program will emerge. Time limits on completing the objective must be teacher assigned based on the severity of the physical, mental and emotional involvement of the individual child.

This manual will always be in a constant stage of growth as are the children it was developed for.



Cordelia A. McClelland
Director, Sunshine School

ACKNOWLEDGEMENTS

We wish to express appreciation to the following agencies and individuals without whose effort this curriculum would not have materialized.

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This work was developed while under a grant from the Division of Retardation, Department of Health and Rehabilitative Services, Tallahassee, Florida. However, the content does not necessarily reflect the position or policy of that agency and no official endorsement should be inferred.

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SUNSHINE SCHOOL
STUDENT PROFILE

Child's Name _____

Date of Birth _____

Developmental Level In Months	Fine & Perceptual Motor	Communications	Gross Motor	Self-help	Social Skills
54-60					
48-54					
42-48					
36-42					
33-36					
30-33					
27-30					
24-27					
21-24					
18-21					
15-18					
12-15					
09-12					
06-09					
03-06					
00-03					

KEY

Date of Initial Evaluation _____ ●

Date of Re-evaluation _____ o

Date of Re-evaluation _____ x

(Indicate in Red Ink)

Date of Re-evaluation _____ ●

Date of Re-evaluation _____ o

Date of Re-evaluation _____ x

(Indicate in Blue or Black Ink)

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SEQUENCED OBJECTIVES FOR PRESCHOOLERS

Purposes

The purposes of Sunshine School's S.O.P. are manifold. It seeks to provide the following:

(1) A permanent, individualized record of
   (a) A child's level of functioning in specific areas
   (b) A description of his progress, and
   (c) A definition of his rate of progress.
(2) A curriculum guide for a child's total education program.
(3) A method for regular reporting to parents.
(4) A basis for constructing home programs.

Advantages

One advantage lies in the fact that it contains all necessary educational information on the child and makes it readily available. Thus, it saves time for the teacher by reducing record keeping and report writing. The developmentally sequenced objectives can be used for a number of years for the same child. The profile chart may be employed for two years. If a child is enrolled for longer than two years, a supplementary profile sheet can easily be inserted.

Initial Evaluation
Basal & Ceiling Levels
Recording Responses

Generally, two weeks after the child is enrolled in school he is given an initial evaluation by each of his instructors. His skills are tested in the following areas: (1) communication, (2) social, (3) self-help, (4) gross motor, and (5) fine and perceptual motor. The initial evaluation in each area consists of defining which objectives the child is able to achieve.

In order to determine the child's level of functioning, we attempt to establish both a basal and ceiling level.

Basal level: Passage of all items within a six month developmental range.

Ceiling Level: Failure of all items within a six month range.

The basal and ceiling levels establish a concept of the child's development. By using this range of development in addition to subjective judgement, based on experience in working with preschool children, a reliable estimation can be made.

Testing above ceiling level is generally unnecessary unless the child's responses have been very scattered. This does not hold true for testing below basal level. It is somewhat common to find a more advanced student missing a basic skill.

It should be kept in mind that in employing developmentally sequenced tasks, certain skills are appropriate at one level. Later on they may be undesirable. In testing, care must be taken not to fail a child on items which he has surpassed. For instance, at one stage of language development it is expected that the child refer to himself by name ("Johnny want ball.") Later on in his development he learns to use a pronoun to refer to himself. He should not be failed on the earlier item. Rather it should be assumed that he is at a more advanced stage.

At the extreme left of each page of items there is a column with the heading "Initial Evaluation". The child's responses are recorded here. The symbols used and their designation are as follows:

- $\overset{+}{\rightarrow}$ Pass. Exceeds the criteria set forth in the item.
- + Pass. Meets the item's criteria.
- $\underset{\leftarrow}{+}$ Pass. Borderline. Reinforcement and/or review will probably be necessary to maintain the skill.
- $\overset{-}{\rightarrow}$ Fail. Borderline. Achieves part or is close to meeting criteria of item.
- − Fail. May understand task somewhat.
- $\underset{\leftarrow}{-}$ Fail. No idea of what was required.
- o Questionable response. Can often be combined with one of the above symbols. For example, $\overset{+}{\rightarrow}$ may be used to designate a questionable borderline pass.

The use of these symbols can be supplemented by utilizing the "Comments" section. For example, an objective calls for identifying five basic body parts with 75% accuracy, and the child actually identifies 11 basic body parts with 90% accuracy. The symbol used would be "$\overset{+}{\rightarrow}$". In the "Comments" section the body parts he identified can be listed along with a "90%".

After the child is evaluated in all the areas, his developmental levels and the date of evaluation are recorded on the profile sheet. Thus, his strong and weak areas and his over-all level of functioning in each area are readily accessible. His chronological age at the time of evaluation may also be indicated on the profile chart by employing the same symbol used for recording the evaluation results. The symbol should be placed to the right of the chart next to the appropriate month level.

Selecting Objectives

At this point each instructor studies the child's test results in his or her area, and selects initial objectives for the child. The developmental sequencing serves as a guideline for selecting appropriate objectives.

It is the experience of the instructors at Sunshine School that four or five objectives in each area are maximal for a child. Since there are five areas in the curriculum, the child will therefore be working on 20 to 25 objectives over-all. At first glance, this number might appear to be excessive; however, teaching time for several objectives may only require a few minutes each day. (For example, teaching the child to wipe his mouth with a napkin at lunch time.) On the other hand, there will be those objectives to which more teaching time must be devoted. Twenty to 25 objectives allow for a variety of activities, thereby alleviating instructor and student boredom from too much repetition.

Reporting and Recording Progress

After selecting initial objectives for a child, the "Date Begun" (for each objective) is recorded in the second column from the left. It is at this point that the first report is sent to the child's parents. This report contains the objectives chosen for the child as well as each instructor's comments regarding the child's initial adjustment to school, remarks about progress, etc.

Evaluation is an on-going process at Sunshine School. As objectives are achieved, progress is recorded in the third column on the left titled "Date Achieved". As part of this on-going process, new objectives are selected as old ones are achieved.

Progress reports are routinely sent to parents (and interested agencies such as Children's Home Society, Division of Retardation, etc.) at six week intervals. These progress reports contain the following information in each area: objectives, results, and comments. A sample write-up for a communications objective as it would appear on a progress report is shown:

Objective:	To help Tony learn to distinguish between "big" and "little" with 75% accuracy.
Result:	Tony is able to make this distinction nearly 100% of the time. In addition, he is now able to use the word "big" expressively. That is, he can say "big boy", "big dog", etc.
Comment:	Excellent progress! Objective achieved.

Re-evaluation

Each child is re-evaluated every six months in all areas, and his profile chart is up-dated. The date of re-evaluation coincides with every fourth progress report. Re-evaluation is performed in the same manner as the initial evaluation. The chart thus provides ready access to the child's rate of learning as well as his level of functioning in each area.

Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments
				B. Fine and perceptual Motor	
			00-03	1. The child will focus on the face of a person/ bright object directly in front of him with 75% accuracy. (4)	
				2. The child will follow a moving object horizontally for 10 seconds with 75% accuracy. (6)	
				3. The child will follow a moving object vertically for 10 seconds with 75% accuracy. (6)	
				4. The child will follow a moving object in a circle with eyes with 75% accuracy. (6)	
				5. The child will look at his hands when they are placed in front of him with 75% consistency. (6)	
				6. The child will clench fingers on contact with objects with 75% consistency. (6)	
				7. The child will either mouth object placed in hand or bring object near mouth with 65% consistency. (1)	
				8. The child will hold a toy for 5-10 seconds and then drop toy with 90% consistency. (6)	
				9. The child's glance lingers at the point where a slowly moving object disappears from his sight with 75% accuracy. (4)	
				10. The child will blink eyes upon direct visual threat with 100% consistency. (1)	
			04-06	11. The child, when the teacher places his hands on a large ball and moves it in various positions, can follow the path of the ball with his eyes with 75% consistency. (4)	
				12. The child can shift fixation as a light or object is moved to various points within his visual range with 75% consistency. (4)	
				13. The child will visually inspect hands and objects within his visual field with 90% consistency. (1)	
				14. The child is able to swing at a slowly moving object with 75% consistency. (4)	
				15. The child will bring hands together at the midline and attempt to grasp with 75% consistency. (4)	

FINE & PERCEPTUAL MOTOR

Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments
				16. The child can scoop up a block with his hand, not using the thumb, with 75% accuracy. (4)	
				17. The child is able to drop and pick up a toy with 75% consistency. (4)	
				18. The child's fingers will clutch at hair, clothes, body parts, etc. with 90% consistency. (1)	
				19. The child is able to discriminate between strangers and familiar people with 100% accuracy. (1)	
				20. The child will reach for and grasp effectively with lead hand with 75% consistency. (2)	
			07-09	21. The child will play with two objects together (i.e. two one inch cubes) with 75% consistency. (5)	
				22. The child will bang toys against surface or against each other with 75% consistency. (6)	
				23. The child can grasp and retain a suspended object with 75% accuracy. (4)	
				24. The child is able to place 3 blocks (1" cube) in a cup and empty the cup with 75% accuracy. (4)	
				25. The child, when the instructor puts a toy on a piece of material, can pull it to him with 75% accuracy. (4)	
				26. The child is able to transfer a toy from one hand to antoher with 90% consistency. (1)	
				27. The child, given a string with a toy attached to the other end can pull the string and bring the toy to him with 75% accuracy. (4)	
				28. The child will look in the direction of a lost toy with 75% consistency. (6)	
				29. The child has a voluntary palmar grasp (i.e. of 1" cube) with 90% accuracy. (6)	
				30. The child has an inferior pincer grasp of object (between thumb and index finger) with 50% accuracy. (5)	

FINE & PERCEPTUAL MOTOR

Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments
			10-12	31. The child will respond to playing "pat-a-cake" and/or "peek-a-boo" by attempting to imitate the motions of the instructor with 75% consistency. (4)	
				32. The child attempts to show individual finger usage with 75% consistency. (1)	
				33. The child will clap hands with verbal encouragement with 75% consistency. (4)	
				34. The child will raise and lower hands with 75% consistency. (4)	
				35. The child will use the index finger to approach objects with 75% consistency. (6)	
				36. The child will build a tower of 2 blocks (1" cubes) with 75% accuracy. (6)	
				37. The child has a neat pincer grasp of a small object (i.e. raisin) with 90% accuracy. (3)	
				38. The child will search in the proper place for toys that have gone out of sight with 90% consistency. (6)	
				39. The child is able to find a block hidden under a cup after witnessing the hiding of the block with 75% accuracy. (4)	
				40. The child will hold 2 blocks (1" cubes) in one hand with 75% accuracy. (1)	
			13-15	41. The child can hold a cup with digital grasp with 75% accuracy. (2)	
				42. The child can shake the contents (i.e. dried beans) out of a container such as a jar with 75% consistency. (4)	
				43. The child can find a block hidden under 1 of 3 cups with 75% accuracy. (4)	
				44. The child is able to turn the pages of a magazine or book several at a time with 75% accuracy. (4)	
				45. The child will imitate scribbling with a pencil (after demonstration) with 75% consistency. (6)	
				46. The child will roll a ball to the instructor upon request with 75% accuracy. (6)	

FINE & PERCEPTUAL MOTOR

Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments
				47. The child will remove and replace a round object in a form board with 75% accuracy. (6)	
				48. The child can remove the cover from a box with 75% accuracy. (1)	
				49. The child can stack rings together with 75% accuracy. (1)	
				50. The child is able to hold 3 blocks (1" cubes) one in one hand and two in the other hand, with 75% accuracy. (6)	
			16-18	51. The child can build a tower of 3-4 blocks (1" cubes) with 75% accuracy. (6)	
				52. The child will scribble spontaneously with a pencil with 75% consistency. (6)	
				53. The child can match a shape (circle or square) to a formboard with 75% accuracy. (6)	
				54. The child is beginning to use the lead hand more often and use the other hand for support with 75% consistency. (6)	
				55. The child can place small objects (i.e. dried bean) in a bottle with 75% accuracy. (2)	
				56. The child is able to place the lid on a box with 75% accuracy. (6)	
				57. The child will pound large pegs into a pegboard with 75% accuracy. (1)	
				58. The child can pop jumbo beads apart with 75% accuracy. (1)	
				59. The child can imitate simple strokes with pencil (resembling vertical or horizontal) with 75% consistency. (5)	
				60. The child can pull beads off of a string with 75% accuracy. (1)	
			19-21	61. The child can build a tower of 5-6 blocks (1" cubes) with 75% accuracy. (6)	
				62. The child can imitate vertical lines with pencil with 75% accuracy. (1)	

FINE & PERCEPTUAL MOTOR

Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments
				63. The child can rotate forearm (to perform such activities as turning a door knob) with 75% consistency. (2)	
				64. The child can unscrew and screw on a jar lid with 75% accuracy. (2)	
				65. The child can correctly place two shapes (circle and square) in a formboard after demonstration with 75% consistency. (5)	
				66. The child can turn pages of a book or magazine singly with 75% accuracy. (2)	
				67. The child can make small snips with scissors (4 hole scissors-teacher aided) with 50% consistency. (2)	
				68. The child can thread beads on a string (jumbo beads) with 75% accuracy. (1)	
				69. The child can sort 2 very different objects such as crayons and beads with 75% consistency. (4)	
				70. The child is aware of differences in color with 90% consistency. (1)	
				71. The child will look selectively at pictures (2 dissimilar pictures such as cats and books) with 75% consistency. (4)	
			22-24	72. The child can build a tower of 6-8 blocks (1" cubes) with 75% accuracy. (5)	
				73. The child can correctly place 3 shapes in a formboard (circle, square and triangle) with 75% accuracy. (6)	
				74. The child can string 1" beads correctly with 75% accuracy. (5)	
				75. The child can place 6 round pegs in a jumbo pegboard with 75% accuracy. (6)	
				76. The child can make circular scribble after demonstration with 75% consistency. (6)	
				77. The child can fold paper once imitatively with 75% accuracy. (3)	

FINE & PERCEPTUAL MOTOR

Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments
				78. The child can sort two objects differing in shape but similar in color or two objects differing in color but similar in shape with 75% consistency. (4)	
				79. The child can correctly put together simple (5-6 pieces) stacking cups or rings with 75% accuracy. (6)	
				80. The child can tear pieces of paper with 75% consistency. (1)	
				81. The child will hold pencil in hands rather than the fist with 90% consistency. (2)	
			25-30	82. The child can place 3 shapes in formboard without demonstration with 75% accuracy. (5)	
				83. The child can string ½" beads with 75% accuracy. (4)	
				84. The child can place clothespins on a can with 75% accuracy. (1)	
				85. The child can make snips with the scissors without aid with 75% consistency. (1)	
				86. The child is beginning to match 3 dimensional forms to 2 dimensional forms (i.e. an object to a picture) with 50% consistency. (1)	
				87. The child is beginning to match basic colors (i.e. red, yellow, blue) with 50% consistency. (1)	
				88. The child can imitate the "O" and "V" stroke with a pencil with 75% accuracy. (1)	
				89. The child will attempt the "+" with 2 or more strokes, with the pencil, 50% of the time. (1)	
				90. The child will recognize self in photo or mirror with 90% consistency. (1)	
				91. The child will imitate making a train of cubes with 75% consistency. (6)	
			31-36	92. The child will build blocks vertically and horizonally with 90% consistency. (6)	

Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments
				93. The child will close fist and move thumb after demonstration with 75% accuracy. (6)	
				94. The child can build a tower of 9-10 blocks (1" cubes) with 75% accuracy. (2)	
				95. The child will copy a circle with a pencil with 75% accuracy. (2)	
				96. The child can pour a liquid from one container to another with 75% accuracy. (2)	
				97. The child can make a bridge of blocks after demonstration with 75% accuracy. (6)	
				98. The child will consistently use the other hand as an assistor 90% of the time. (1)	
				99. The child can localize to the area to be colored with 75% accuracy. (1)	
				100. The child attempts to lace shoes with 75% accuracy. (6)	
				101. The child can draw the head of a man and one other body part after demonstration with 75% accuracy. (6)	
			37-42	102. The child can copy the "+" with 75% accuracy. (2)	
				103. The child can pick up pins, thread, etc., with each eye covered separately, with 75% accuracy.	
				104. The child can touch the thumb to 2 of 4 fingers on the same hand (for both hands) with 75% accuracy. (6)	
				105. The child can sequence rings by size and stack them accordingly with 75% accuracy. (1)	
				106. The child can imitate simple block designs with 75% accuracy. (1)	
				107. The child can match pictures in the same category (i.e. 2 types of dogs) with 75% consistency. (4)	
				108. The child can recall at least 1 of 4 objects presented with 75% consistency. (1)	

FINE & PERCEPTUAL MOTOR

Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments
				109. The child will attempt to imitate line drawings of capital letters or numbers with 50% consistency. (6)	
				110. The child can match 4 sets of colors correctly with 90% consistency. (1)	
				111. The child is pictorially aware of upside down/right-side-up with 90% consistency. (1)	
			43-48	112. The child can lace shoes with aid 75% of the time. (2)	
				113. The child can copy a square with 75% accuracy. (2)	
				114. The child can imitate folding and creasing paper up to three lines with 75% accuracy. (3)	
				115. The child can add three body parts to a picture of an incomplete man with 75% consistency. (3)	
				116. The child can draw rough pictures of familiar things with 75% accuracy. (6)	
				117. The child can trace over a line drawing of a star with 75% accuracy. (6)	
				118. The child can build a tower of 10 or more blocks (1" cubes) with 75% accuracy. (6)	
				119. The child can sort a set of pictures which differ in some small detail (i.e. a boy with/without ears) with 75% consistency. (4)	
			48-60	120. The child can write a few letters spontaneously with 75% accuracy. (6)	
				121. The child can fold a triangle from a 6" square paper in imitation, with 75% accuracy. (3)	
				122. The child can use index finger of lead hand to apply paste to a picture with 75% accuracy. (4)	
				123. The child can complete jigsaw puzzles independently, with 75% accuracy. (4)	
				124. The child can cut simple shapes with scissors (curves, circles) with 75% accuracy. (4)	

Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments
				125. The child can copy a triangular shape with 75% accuracy. (2)	
			60-72	126. The child can print his/her first name with 75% accuracy. (3)	
				127. The child can draw a recognizable man with a head, a trunk, legs, arms, and other features with 75% accuracy. (3)	
				128. The child frequently (20% of the time) reverses letters in copying or drawing spontaneously. (especially the letters) (6)	
				129. The child can count on the fingers of the other hand with the index finger of the other hand with 90% accuracy. (6)	
				130. The child can print the numbers 1-5 with 75% accuracy. (2)	
				131. The child can copy a diamond shape with 75% accuracy. (2)	
				132. The child can lace his/her own shoes with 75% accuracy. (3)	

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COMMUNICATIONS

Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments
				A. Prelanguage Abilities (Attending and Imitation)	
				1. The child will remain seated for 30 seconds when seated facing the instructor (knee to knee) with 90% consistency. (5,11)	
				2. The child will sit appropriately without prompts or restraints for 30 seconds prior to the presentation of a reinforcer with 90% consistency. (5,11)	
				3. The child will look at each of 5 objects on a table (in 5 consecutive trials when the instructor says "Look at this.") with 90% consistency. (5,11)	
				4. The child will look at the instructor prior to each of 5 presentations (as in No. 3 above and in response to "Look at me.") with 90% consistency. (5,11)	
				5. The child will imitate specific gross motor movements such as raising hands, clapping, etc. with 80% consistency. (5,11)	
				6. The child will imitate specific fine motor acts such as pointing, waving hand, shaking head, etc. with 80% consistency. (11)	
				7. The child will imitate specific oral movements with 80% consistency. (5)	
				8. The child will imitate specific speech sounds in isolation (employing the oral movements learned in No. 7 with 80% consistency. (5)	
				9. The child will imitate specific syllables (composed of the individual sounds learned in No. 8) with 80% consistency.	
				B. Receptive Language Abilities	
			00-03	1. The child will respond to speech by looking directly at the speaker's face with 25% accuracy. (1,6,7,9,13)	
				2. The child will localize the speaker with his eyes with 50% accuracy. (1,7)	
			03-06	3. The child will turn his head deliberately toward the source of voice with 50% accuracy. (7,9)	
				4. The child will look about in search of the speaker with 50% accuracy. (7,13)	

COMMUNICATIONS

Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments
				5. The child will appear to be disturbed or frightened by angry voices with 50% consistency. (1,7,9)	
				6. The child will localize the source of voice with 75% accuracy. (1,7,13)	
				7. The child will physically respond to his name with 50% consistency. (1,7)	
				8. The child will appear by facial and/or bodily movements to be able to distinguish general meanings of warning, anger, and/or friendly voice patterns with 75% accuracy. (1,7,9)	
				9. The child will indicate (by facial and/or bodily movements) recognition of words such as "daddy", "mama", "bye-bye" with 50% accuracy. (7)	
				10. The child will stop activity or withdraw in response to the imperative "No" with 50% consistency. (7)	
			06-09	11. The child will appear (by facial expression and/or physical movement) to recognize names of family members in others' speech even when the person named is not in sight with 50% consistency. (7)	
				12. The child will respond with appropriate physical action to "come" and "bye-bye" with 50% accuracy. (6,7,9)	
				13. The child will briefly attend to music or singing with 25% consistency. (7)	
				14. The child will appear to listen to conversations between others with 25% accuracy. (7)	
				15. The child will stop activity when his name is called with 75% consistency. (1,7,9,13)	
				16. The child will appear to recognize the names of some common objects (cup, bed, ball, car) when their names are spoken with 50% accuracy. (7,9)	
				17. The child will stop activity in response to "No" with 75% consistency. (7,9)	
				18. The child will look at pictures when they are named for 1 minute with 50% consistency. (7)	

COMMUNICATIONS

Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments
			09-12	19. The child will listen to speech without being distracted by other sounds with 50% consistency. (7)	
				20. The child will give toys or other objects to an adult when verbal request is accompanied by gesture with 50% accuracy. (1,7,9)	
				21. The child will follow simple commands such as "Put that down." with 50% accuracy. (1,7,9)	
				22. The child will appear to understand simple questions such as "Where is the ball?" with 50% accuracy. (7,9)	
				23. The child will respond to rhythmic music by bodily or hand movements upon stimulation with 50% consistency. (1,7)	
				24. The child will demonstrate understanding by responding with appropriate gestures to verbal requests with 50% accuracy. (7,9)	
				25. The child will demonstrate understanding by making appropriate verbal responses to requests, such as "Say 'bye-bye'!" with 25% consistency. (1,7,9)	
				26. The child will be able to attend and respond to speech for 1 minute with 25% consistency. (9)	
			12-15	27. The child will be able to attend and respond to speech for 2 minutes as pictures are named with 25% consistency. (7)	
				28. The child will be able to demonstrate understanding by carrying out verbal requests to select and bring some familiar object with 50% consistency. (7,9)	
				29. The child will be able to recognize and identify (by pointing or grasping) a minimum of 5 objects or pictures or objects (from cup, bed, car, spoon, chair, brush, etc.) with 75% consistency. (9)	
			15-18	30. The child will be able to demonstrate recognition of the names of 3 body parts by touch with 75% consistency. (1,6,7,9,13)	
				31. The child will be able to follow 2 consecutive directions with a ball or other object with 50% accuracy. (6,7,9,13)	

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Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments
				32. The child will demonstrate comprehension of simple questions with 50% accuracy. (7)	
				33. The child will be able to identify 2 familiar objects from a group of 4 objects from a single request with 75% accuracy. (7,9)	
			18-21	34. The child will be able to demonstrate recognition of the names of 3 items of clothing by pointing upon verbal request with 75% consistency. (7,9)	
				35. The child will be able to demonstrate understanding by appropriate responses to such action words (verb forms) as "sit down", "come here", "stop that", etc. with 75% accuracy. (7,12)	
				36. The child will be able to demonstrate understanding of distinctions in personal pronouns (such as in "give it to her" vs. "give it to me", etc.) with 75% accuracy. (7,9)	
				37. The child will be able to follow a series of 2 very simple but related commands (such as "Go get the ball. Throw it." etc.) with 50% accuracy. (7)	
			21-24	38. The child will be able to identify by pointing to at least 4 of the following 6 pictures of common objects as they are named (i.e. hammer, gun, ball, pencil, cup, doll) with 75% consistency. (12)	
				39. The child will be able to identify by pointing 5 or more body parts when they are named with 75% consistency. (6,9,12,13)	
				40. The child will be able to demonstrate understanding by selecting an item from a group of 5 varied items (i.e., comb, spoon, etc.) upon verbal request with 75% consistency. (7,9)	
				41. The child will be able to demonstrate understanding of complex sentences (i.e. "When you finish your puzzle, you can go out to play.") with 50% accuracy. (7,9)	
			24-27	42. The child will be able to demonstrate an understanding of several action words (verb forms) by selecting appropriate pictures (such as eating, sitting, etc.) upon verbal request with 75% accuracy. (7,9)	
				43. The child will be able to point to smaller parts of the body (such as chin, elbow, etc.) with 75% accuracy. (7)	

COMMUNICATIONS

Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments
				44. The child will be able to identify general family name categories such as baby, grandma, mother, etc. with 75% accuracy. (7)	
			27-30	45. The child will be able to demonstrate an understanding of word association through functional identification (correctly answers such questions as "What do you eat with?", "What do you wear?", etc. with 75% accuracy. (1,6,7,9)	
				46. The child will be able to demonstrate an understanding of size differences by selecting "big" and "little" objects upon verbal request with 75% accuracy. (1,7,9)	
				47. The child will be able to demonstrate an understanding of simple commands by responding appropriately to the following: a. "Give me the ball." b. "Put the marble in the cup." c. "Put the pencil by the gun." d. "Hand me the ball and the gun." with 75% accuracy. (12)	
			30-33	48. The child will be able to demonstrate further understanding of action words (verb forms) by selecting 5 pictures correctly upon verbal request (eating, flying, catching, peeking, walking, sitting, hitting) with 75% consistency. (1,2,8,9,12)	
				49. The child will demonstrate understanding of simple forms of negation by appropriate response with 50% accuracy. (1,2,8)	
				50. The child will demonstrate the ability to differentiate between singular and regular plural nouns (those ending in "–s" or "–es") by appropriate physical response to verbal requests with 75% accuracy.	
				51. The child will be able to demonstrate an understanding of most common adjectives by identifying pictures of opposites upon verbal request (happy/sad, clean/dirty, loud/soft, dark/light, etc.) with 75% accuracy. (2,7,8)	
			33-36	52. The child will be able to demonstrate an increased receptive vocabulary by identifying at least 8 of 9 pictures upon verbal request (such as table, bird, ball, sitting, leaf, catching, hitting, fly, peeking) with 75% consistency. (12)	

Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments
				53. The child will be able to demonstrate an understanding of prepositions by following verbal directions ("Put the book on the table." "Put the book under the table." "Hold the book in front of you." "Put the book behind you.") with 75% accuracy. (2,6,7,8,9)	
				54. The child will be able to carry out 3 simple commands given in one long utterance with 50% accuracy. (7,12)	
				55. When named, the child will identify by pointing to all of the following pictures: coat, glass, ball, car, tree, chair, dog, bicycle, baby, table, man, piano, pencil, mother, boy, paint, spoon, bird, shoe, book, hand, cat, fish, girl, farm, box, and sheep with 75% accuracy. (2,8)	
				56. The child will demonstrate comprehension of the interrogatives "who" and "what" by appropriate response to questions with 75% accuracy. (2,6,8,9)	
				C. Expressive Language Abilities	
			00-03	1. The child will be able to vocalize with sounds other than crying with 25% consistency. (1,7,9,13)	
				2. The child will be able to produce vowel-like sounds similar to "E" and "A" (front vowels) upon stimulation with 25% accuracy. (1,7,9,13)	
				3. The child will use vocalizations to show pleasure with 25% consistency. (7)	
			03-06	4. The child will be able to respond vocally to a social approach with 10% accuracy. (7,9,13)	
				5. The child will be able to babble (repeat a series of the same sounds) when stimulated with 10% consistency. (1,7,9,13)	
				6. The child's babbling will contain speech-like consonant sounds (resembling "p", "m", "b") with 25% accuracy. (1,7,9)	
				7. The child's babbling will contain speech-like vowel sounds (resembling "o" and "u") with 25% accuracy. (7,9)	
				8. The child's vocalization and/or babbling will be directed at others with 25% consistency. (7,9)	

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Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments
				9. The child's vocalizations will include 4 or more different syllables at one time with 10% consistency. (7)	
				10. The child's play will include making sounds and noises at least 10% of the time upon stimulation. (7,9)	
			06-09	11. The child's babbling will include repetitions of 2 or more different sounds (2 syllables) with 10% consistency. (7,9)	
				12. The child will respond with vocalizations when called by name with 50% consistency. (7)	
				13. The child's vocalizations will include word-like expressions (appears to be naming in his own "language") with 25% consistency. (1,7)	
				14. The child's vocalizations will include sentence-like utterances without using true words with 10% consistency. (1,7)	
				15. The child will be able to play speech-gesture games ("pat-a-cake", "peek-a-boo") with 50% consistency. (1,7,9)	
				16. The child will be able to "sing along" with some familiar song or music without using true words when stimulated with 25% consistency. (1,7)	
				17. The child will be able to use some gesture language (shake head for "no", nod for "yes", hold out hand for "give", etc.) when stimulated with 50% consistency. (1,7)	
				18. The child will be able to mimic the sounds and number of syllables used in vocal stimulation by others with 50% consistency. (1,7,9)	
				19. The child will be able to use variation in tone of voice (changes in pitch) with 10% accuracy when stimulated. (9)	
				20. The child's utterances will include more consonant sounds (others in addition to "p", "b", "m") with 50% accuracy. (7,9)	
			09-12	21. The child will be able to speak first words ("da-da", "ma-ma", "bye-bye", for example) when stimulated with 10% consistency. (1,6,7,9,13)	

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Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments
				22. The child will be able to use some exclamations such as "uh-oh" when stimulated with 25% consistency. (7,9)	
				23. The child will be able to use jargon (short sentence-like utterances of 4 or more syllables without true words) when stimulated with 10% consistency. (7,9)	
				24. The child will attempt to imitate new words when stimulated with 50% consistency. (7,9)	
				25. The child will be able to use 3 or more words when stimulated with 50% consistency. (1,6,7,9)	
				26. The child's vocalizations will be directed to people and toys and will resemble talking with 50% accuracy. (7,9)	
				27. The child will be able to respond to songs or rhymes by vocalizing with 50% consistency. (1,7)	
			12-15	28. The child will be able to use at least 5 words when stimulated with 75% consistency. (1,6,7,9)	
				29. The child will be able to attempt to obtain desired objects by using voice in conjunction with pointing and gesturing with 50% consistency. (7,9)	
				30. The child's jargon utterances will include some true words with 10% consistency. (7,9)	
				31. The child will be able to use at least 7 words when stimulated with 75% consistency. (1,7,9)	
				32. The child's vocalizations will include consonants such as "t", "d", "w", "n", and "h" with 25% consistency. (7,9)	
			15-18	33. The child's communication will be accomplished by using some true words along with gestures with 75% consistency. (7,9)	
				34. The child will begin using words rather than gestures to express wants and needs with 25% consistency. (7,9)	
				35. The child will begin to imitate words spoken by others with 10% consistency. (1,7,9)	
				36. The child will demonstrate proficiency in imitating single words by appropriate verbal response with 50% consistency. (1)	

COMMUNICATIONS

Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments
				37. The child will use the correct initial consonant and vowel on a one-word response with 50% accuracy. (13)	
				38. The child will be able to use at least 9 words when stimulated with 75% consistency. (7)	
			18-21	39. The child will be able to imitate the following forms of 2-word utterances: verb/object, subject/verb, and subject/object when stimulated with 50% consistency. (7,9)	
				40. The child will be able to imitate environmental sounds such as animals, motors, etc. when stimulated with 75% consistency. (7,9)	
				41. The child will be able to use at least 11 words when stimulated with 75% consistency. (7)	
				42. The child will begin combining words into simple, 2 word sentences when vocalizing such as "go bye-bye", "daddy come", etc. with 10% consistency., (1,6,7,9,12,13,15)	
				43. The child will demonstrate the ability to combine 2 words in the following ways: verb/object, subject/object, and subject/verb with 25% consistency.	
				44. The child will be able to use ast least 20 words when stimulated with 75% consistency. (7,13)	
				45. The child will demonstrate further imitation abilities by successful repetition of 3 word combinations with 50% accuracy. (7,9)	
			21-24	46. The child will be able to attempt to relate his experiences using a combination of jargon and some true words with 50% consistency. (7,9)	
				47. The child will begin combining words into 3 word sentences when vocalizing, with 10% consistency. (7,9,13)	
				48. The child will be able to refer to himself by name with 50% consistency. (1,7)	
				49. The child will begin to use pronouns (although not necessarily the correct ones) with 10% consistency. (1,7,9,13)	
			24-27	50. The child's sentences will contain 3 words with 25% consistency. (7,13)	

COMMUNICATIONS

Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments
				51. The child will be able to use the correct personal pronoun with 50% accuracy. (7,9)	
				52. The child will demonstrate the ability to use the present progressive tense (–ing) in appropriate context with 50% accuracy. (9)	
				53. The child will be able to ask for help with some personal needs (such as washing hands, going to toilet, etc.) with 10% consistency. (7)	
			27-30	54. The child will be able to name at least one color correctly with 75% accuracy. (7,12)	
				55. The child will begin using a pronoun when referring to himself (rather than his proper name) with 25% accuracy. (7,9)	
				56. The child will be able to name at least 8 of the following pictures of objects: wagon, cat, dog, shoes, car, book, boy, girl, house, and candy with 75% consistency. (12)	
				57. The child will demonstrate further syntatic competence by the ability to combine words into both subject/verb/object sentences and noun phrases with 40% consistency. (9)	
				58. The child will be able to repeat 2 numbers correctly with 75% consistency. (7,9,12)	
			30-33	59. The child will be able to give his full name on request with 75% consistency. (7,9,12,13)	
				60. The child will be able to tell his gender in response to "Are you a boy or a girl?" with 75% consistency. (7,13)	
				61. The child will be able to name and talk about what he has scribbled or drawn when asked with 75% consistency. (7,12)	
			33-36	62. The child will be able to relate his experiences from the recent past when asked about them with 50% consistency. (7)	
				63. The child will be able to use several verb forms correctly in relating what is going on in action pictures with 50% consistency. (7)	
				64. The child will be able to use plural forms correctly with 25% accuracy. (1,3,7,9)	

Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments
				65. The child will demonstrate the ability to use negation (can't, won't, don't) in sentences with 50% accuracy. (15)	
				66. The child will demonstrate the ability to ask questions in appropriate situations with 25% consistency. (9,15)	
				67. The child will demonstrate the ability to use the conjunction "and" in appropriate context with 75% consistency. (9)	
				68. The child will be able to correctly articulate the following sounds in words with 60% accuracy. b, m, p, h, w, d, t, n, k, g, j, ng.	

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Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments

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GROSS MOTOR

Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments
				A. Gross Motor	
			01	1. The child exhibits rooting and sucking reflex with 100% consistency. (2,3,5,8)	
				2. The child exhibits postural adjustment when held over shoulder with 75% consistency. (5,7,8)	
				3. The child exhibits a head droop with 100% consistency. (2,5,6)	
				4. The child exhibits an assymetrical tonic-neck reflex with 100% consistency. (2,4,8,9)	
				5. The child shows head lag with 75% consistency. (2,3,5,8)	
				6. The child, when placed in a sitting position will exhibit an evenly rounded back with head slumped forward on chest with 100% consistency. (2,3,7)	
			02	7. The child, when lying on stomach will lift head with 75% consistency. (4,6,7,9)	
				8. The child, when lying on back, will exhibit reflexive reciprocal kicking with 75% consistency. (2,3,8,9)	
				9. The child, when placed in sitting position, will hold head erect with bobbing motion present with 90% consistency. (1,2,6,7)	
			03	10. The child, when placed on his back will roll from side to side, left and right with 90% consistency. (1,2,4,6,9)	
				11. The child, when placed in prone position, will left head on chest on forearms with 90% consistency. (2,4,7,9)	
			04	12. The child, when attempting to reach and manipulate objects, will use hands in unison with 100% consistency. (3,4,6)	
				13. The child, when ventrally suspended from prone position will hold head up with 90% consistency. (2,5,6)	
			05	14. The child, in supine position, will maintain head alignment when pulled to sitting, with 90% consistency. (4,6,8,9)	

GROSS MOTOR

Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments
				15. The child, when supported in sitting position will hold head erect with back sturdy, with 90% consistency. (2,5,6,7)	
			06	16. The child, when placed in supine position will roll to prone position with 90% consistency. (2,3,4,6,7)	
				17. The child, when pulled to sitting, will cooperate by pulling with arms, with 90% consistency. (2,3,6,7,9)	
			07	18. The child, when observed in free play, will be seen raising his feet to his mouth, with 75% consistency. (2,3)	
				19. The child, when seated on hard surface, with adult hands on child's hips, will hold trunk erect with head and trunk aligned, 90% of the time. (2,3,5)	
				20. The child, when held in standing position, being supported at trunk, will put weight on legs 90% of the time. (2,4,7,8,9)	
				21. The child, in prone position, will prop up on straight arms and push back on knees, with 90% consistency. (2,3,4,7,9)	
				22. The child, when supported in standing position will flex and extend legs, with 90% consistency. (3,4,7)	
			08	23. The child, when placed in prone position, will crawl on belly, pulling with arms and pushing with legs, with 90% consistency. (2,3,4,7,9)	
				24. The child, when placed in sitting position, can sit without support and with good balance, 90% of the time. (2,3,4,5,7,9)	
				25. The child, when placed in supine position, will bend his knee, put support on feet and lift hips to make bridge, with 90% consistency. (2,3,5)	
				26. The child, when placed in prone position, will roll to supine position with 90% consistency. (3,7,9)	
				27. The child, when placed in kneeling position. will pull knees under her in bunny hop with 90% consistency. (2,3,7)	

GROSS MOTOR

Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments
				28. The child, when placed in crawling position, will crawl backward and forward with abdomen raised and weight supported 90% of the time. (2,3,4,7)	
			09	29. The child, will pull to standing 90% of the time. (2,3,4,5,7,9)	
				30 The child, when supported in standing position, will make stepping movements in place with 90% consistency. (2,3,4,7,9)	
				31. The child will move from lying to sitting position with 90% consistency. (2,3,4,7,8,9)	
			10-12	32. The child, when standing, will side step around furniture, with 90% consistency. (2,3,4,7,9)	
				33. The child will walk with one hand held, 90% of the time. (2,3,4,7)	
				34. The child will stand alone for at least one minute, with 90% consistency. (2,3,4,5,7)	
			13	35. The child will stand alone with good control, 90% of the time. (3,4,7,9)	
				36. The child, while standing and holding on to a support, will bend his knees and regain balance with 90% consistency. (2,3,4,7,9)	
				37. The child will balance on his knees one minute, with 90% consistency. (3,4,7,9)	
				38. The child will walk independently, still falling occasionally with 90% consistency. (2,3,4,5,7)	
			14-15	39. The child will crawl upstairs on hands and knees with 90% consistency. (3,5,7,9)	
			16-17	40. The child, while standing independently, is able to attend to other tasks with 90% consistency. (2,3,4,7,9)	
				41. The child is able to walk with good control 90% of the time. (2,3,4,7)	
				42. The child, while walking, is able to step over low objects with 90% consistency. (3,5,7,9)	
			18-20	43. The child, in standing position, is able to walk up stairs with one hand held 75% of the time. (3,5,6,9)	

GROSS MOTOR

Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments
				44. The child is able to throw a large ball forward with 90% consistency. (1,3,4,5,7,9)	
				45. The child is able to kick a large ball forward with 90% consistency. (1,3,4,5,7,9)	
				46. The child is able to back into a small chair to sit with 90% consistency. (2,3,4,5)	
				47. The child is able to climb forward into an adult chair and then turn around to sit with 90% consistency. (3,4,5,7)	
				48. The child is able to run 10' or more without falling 90% of the time. (1,3,4,5,,7)	
			21-23	49. The child is able to walk downstairs with one hand held 90% of the time. (3,4,5,7)	
				50. The child is able to jump up and down, landing on both feet, with 90% consistency. (1,3,4,5,7,9)	
				51. The child is able to stand on one foot 90% of the time. (4)	
			24-29	52. The child is able to run with ease, stopping, starting and avoiding objects, with 90% consistency. (1,2,3,5,7)	
				53. The child is able to squat to play and rise, unaided, with 90% consistency. (2,3,5,7,9)	
				54. The child is able to walk on tip toes 10 feet or more without touching heels to ground, 90% of the time. (1,3,5,7,9)	
				55. The child can walk up and down stairs without support, bringing both feet to each step, 90% of the time. (1,2,3,5,7)	
				56. The child is able to walk backwards for a distance of 2 feet with 75% consistency. (1,3,4,5,7,9)	
			30-35	57. The child is able to jump over a small object landing on both feet, with 90% consistency. (1,3,5,6,7,9)	
				58. The child is able to walk up and down stairs with alternating feet and without support 90% of the time. (2,3,4,5,7,9)	

GROSS MOTOR

Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments
				59. The child is able to walk fast 5 yards or more with 75% consistency. (2,3,4,5,7,9)	
				60. The child is able to jump down a 1' height without touching hands to floor 90% of the time. (1,3,5,7)	
				61. The child is able to hop on one foot several times with 75% consistency. (1,3,4,5,7)	
				62. The child is able to walk sideways on a 4" wide walking board with 90% consistency. (1,3,5,7,9)	
			36-48	63. The child is able to pedal a tricycle in any manner, with 90% consistency. (1,2,3,4,5,6,7,9)	
				64. The child is able to balance on one foot 2-5 seconds, with 75% consistency. (1,2,3,4,5,7,9)	
				65. The child is able to throw a large ball forward with 90% consistency. (1,3,4,5,7,9)	
				66. The child is able to catch a large ball with 90% accuracy. (1,3,4,5,7,9)	
				67. The child is able to walk forward on a 4" wide balance beam, alternating feet, with 90% consistency. (3,5,7,9)	
				68. The child is able to jump over a swinging rope with 75% consistency. (3,5,6,9)	
			48-60	69. The child is able to pedal a tricycle with good control, guiding the tricycle around objects, with 75% consistency. (1,2,3,4,5,7,9)	
				70. The child is able to hop on toes, alternating feet, with 75% consistency. (1,2,3,5,7,9)	
				71. The child is able to catch and throw a ball with 90% consistency. (1,3,5,7,9)	
				72. The child is beginning to use hands more than arms when throwing and catching a ball, 75% of the time. (1,3,5,7,9)	
			60-72	73. The child is able to march in a group with good form 75% of the time. (1,3,5,6,7,9)	
				74. The child can stand on one foot 8-10 seconds, with 75% consistency. (2,3,5,7,9)	

Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments
				75. The child exhibits a strong grip with either hand 90% of the time. (1,2,7,9)	
				76. The child is able to skip several yards, alternating feet, with 75% consistency. (1,3,7,9)	
				77. The child is able to jump rope with 75% consistency. (1,2,3,9)	

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SELF-HELP

Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments
				A. Self Help Area	
			12-17	1. The child cooperates while face is washed for him with 50% consistency. (3,4,5)	
				2. The child cooperates while hands are washed for him with 75% consistency. (4,5)	
				3. The child cooperates while nose is wiped for him with 75% consistency. (4,5)	
				4. The child cooperates while being dressed by extending an arm or leg with 75% consistency. (1,2,3)	
				5. The child cooperates while hair is brushed or combed for him with 75% consistency. (4,5)	
				6. The child unties shoe bow, aided, with 25% consistency. (4,5)	
				7. The child unties shoe bow, unaided, with 25% consistency. (4,5)	
				8. The child removes his shoes with 75% consistency. (1,3,4,5)	
				9. The child removes his shoes, unaided, with 50% consistency. (1,3,4,5)	
				10. The child removes his socks, aided, with 75% consistency. (4,5)	
				11. The child removes his socks, unaided, with 50% consistency. (4,5)	
				12. The child removes his trousers, aided, with 75% consistency. (2,3,4,5)	
				13. The child removes his trousers, unaided, with 50% consistency. (2,3,4,5)	
				14. The child removes an open front garment, aided, with 90% consistency. (4,5)	
				15. The child removes an open front garment, unaided, with 50% consistency. (4,5)	
				16. The child removes a dress, aided, with 75% consistency. (3,4,5)	
				17. The child removes a dress, unaided, with 25% consistency. (3,4,5)	

SELF-HELP

Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments
				18. The child removes a pullover garment, aided, with 80% consistency. (4,5)	
				19. The child removes a pullover garment, unaided, with 50% consistency. (4,5)	
			18-23	20. The child is able to take off his clothes while still needing assistance in unbuttoning, unzipping and unbuckling with 75% consistency. (1,2,3)	
				21. The child dries his face with 50% consistency. (2,4,5)	
				22. The child dries his hands with 50% consistency. (2,4,5)	
				23. The child wipes his nose when given tissue with 75% consistency. (4,5)	
				24. The child soaps his hands with 75% consistency. (2,4,5)	
				25. The child wets his hands with 50% consistency. (2,4,5)	
				26. The child washes his face, cheeks, forehead, nose, ears, etc., with 50% consistency. (2,3,4,5)	
				27. The child pushes up sleeves before washing hands with 50% consistency. (2,4,5)	
				28. The child turns water on and off with 75% consistency. (4,5)	
				29. The child wets and soaps cloth to wash face with 50% consistency. (4.5)	
				30. The child is aware of running nose and wants teacher to wipe it for him with 50% consistency. (4,5)	
				31. The child sits on toilet attended with 75% consistency. (4,5)	
				32. The child can unzip a front or side zipper, aided, with 50% consistency. (1,3)	
				33. The child can unzip a front or side zipper, unaided, with 50% consistency. (1,3)	
				34. The child will sit on a small toilet, unattended, with 50% consistency. (3,4,5)	

SELF-HELP

Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments
			24-29	35. The child can put on trousers, aided, with 75% consistency. (1,3,4,5)	
				36. The child puts on trousers, unaided, with 25% consistency. (1,4,5)	
				37. The child wipes and blows his nose with 25% consistency. (4,5)	
				38. The child puts on open front garment, aided, with 80% consistency. (2,4,5)	
				39. The child puts on open front garment, unaided, with 25% consistency. (2,4,5)	
				40. The child urinates and or has bowel movement when taken to the bathroom with 50% consistency. (4,5)	
				41. The child puts on his shoes, aided, with 75% consistency. (1,4,5)	
				42. The child puts on shoes, unaided, with 25% consistency. (1,4,5)	
				43. The child closes a zipper, aided. with 75% consistency. (4,5)	
				44. The child closes a zipper, unaided, with 50% consistency. (4,5)	
				45. The child unsnaps, aided, with 75% consistency. (4,5)	
				46. The child unsnaps, unaided, with 75% consistency. (4,5)	
				47. The child is able to respond correctly to "Dry Pants Check" (DPC) every 30 minutes for 1 hour intervals by refraining from urination with 90% consistency.	
				48. The child gives indication to go to bathroom with 50% consistency. (4,5)	
				49. The child flushes the toilet, aided, with 75% consistency. (4,5)	
				50. The child flushes the toilet, unaided, with 25% consistency. (4,5)	
			30-35	51. The child is able to undress completely without supervision with 75% consistency. (1,2,3,4,5)	

SELF-HELP

Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments
				52. The child is able to completely dress himself, aided, with 75% consistency. (1,2,3,4,5)	
				53. The child is able to put on socks, aided, with 75% consistency. (1,4,5)	
				54. The child puts on socks, unaided, with 50% consistency. (1,4,5)	
				55. The child can unbutton, aided, with 75% consistency. (1,3,4,5)	
				56. The child unbuttons, unaided, with 50% consistency. (1,3,4,5)	
				57. The child puts on pullover garment, aided with 75% consistency. (4,5)	
				58. The child puts on pullover garment, unaided, with 25% consistency. (4,5)	
				59. The child puts on dress, aided, with 75% consistency. (1,2,4,5)	
				60. The child puts on dress, unaided, with 25% consistency. (1,2,4,5)	
			36-48	61. The child wipes himself after using toilet, aided, with 75% consistency. (3,4,5)	
				62. The child wipes himself after using toilet, unaided, with 25% consistency. (3,4,5)	
				63. The child manages clothing and goes to the bathroom without assistance of toilet training maintenance program with 90% consistency. (3,4,5)	
				64. The child brushes and combs his hair in any manner, unaided, with 50% consistency. (4,5)	
				65. The child is able to button, aided, with 75% consistency. (1,4,5)	
				66. The child buttons, unaided, with 25% consistency. (1,4,5)	
			48-60	67. The child is able to completely dress, unaided, except for tying shoes, with 75% consistency. (1,3)	
				68. The child is able to unbuckle, aided, with 75% consistency. (3,4,5)	

SELF-HELP

Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments
				69. The child is able to unbuckle, unaided, with 50% consistency. (3,4,5)	
				70. The child is able to buckle, aided, with 50% consistency. (3,4,5)	
				71. The child is able to buckle, unaided, with 25% consistency. (4,5)	
				72. The child is able to distinguish the front and back of clothing with 75% consistency. (1,3)	
			60-72	73. The child can completely dress and undress without supervision with 75% consistency. (1,2,3)	
				74. The child laces shoes, aided, with 75% consistency. (1,4,5)	
				75. The child laces shoes, unaided, with 50% consistency. (1,4,5)	
				76. The child brushes and combs his hair properly, unaided, with 25% consistency. (1,4,5)	

SELF HELP BIBLIOGRAPHY

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SOCIAL

Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments
				A. Eating Skills	
			01	1. The child requires 2 night feedings with 90% consistency. (5)	
			02	2. The child requires 1 night feeding with 90% consistency. (5)	
			03	3. Child sucks pureed food off a spoon with 90% consistency. (5)	
				4. Child is able to coordinate sucking, swallowing and breathing with 90% consistency. (5)	
				5. Child sleeps 8 to 10 hours a night without a feeding with 90% consistency. (5)	
			04-06	6. Child recognizes bottle on sight with 90% consistency. (5)	
				7. Child searches for nipple with mouth when bottle is out of line of vision with 90% consistency. (5)	
				8. Child uses tongue to move food in, out and inside mouth with 90% consistency. (5)	
				9. Child gums solid foods with 90% consistency. (5)	
				10. Child drinks from a cup when it is held for him with 90% consistency. (5)	
				11. Child lifts empty cup in imitation with 80% consistency. (5)	
			07-11	12. Child repeatedly bangs a spoon within reach. (5)	
				13. Child finger feeds foods when food is broken into bite size pieces with 80% consistency. (5)	
				14. Child grasps food, bites it and holds the remainder with 75% consistency. (5)	
				15. Child inserts spoon into dish, fills spoon but spills much of food before getting spoon to mouth with 80% consistency. (5)	
				16. Child chews well with 90% consistency.	
				17. Child refuses foods he doesn't like – turns head away, closes lips tightly with 90% consistency. (5)	

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Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments
				18. Child has discarded bottle 100% of the time. (2)	
			18-23	19. Child hands empty dish to mother with 80% consistency. (2)	
				20. Child holds cup and drinks with no spilling when cup is handed to him with 90% consistency.	
				21. Child lifts cup, drinks and replaces it on table with no spilling with 90% consistency.	
				22. Child inserts spoon into mouth without turning bowl with 90% consistency.	
			24-29	23. Child plays with food 70% of the time. (5)	
				24. Child enters lunchroom and removes chair from table without being reminded 80% of the time.	
				25. Child enters lunchroom and sits in chair without being reminded with 80% consistency.	
				26. Child waits patiently for food if not served first with 80% consistency.	
				27. Child uses a fork to pierce food with 80% consistency.	
				28. Child puts proper amount of food into his mouth 80% of the time.	
				29. Child chews and swallows foods before putting more food into his mouth with 80% consistency.	
				30. Child eats almost all foods with adult coaxing 80% of the time.	
				31. Child eats almost all foods without adult coaxing 80% of the time.	
				32. Child eats only the food served to him (i.e. does not take food off other plates) with 90% consistency.	
				33. Child keeps his food on his plate rather than on the table 90% of the time.	
				34. Child wipes mouth with napkin when asked by an adult with 90% consistency.	
				35. Child wipes mouth spontaneously when appropriate with 90% consistency.	

Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments
				36. Child stays in seat throughout lunch and snack time 80% of the time.	
				37. Child squirts proper amount of ketchup onto food with 90% consistency.	
				38. Child spreads butter on roll without adult assistance 80% of the time.	
				39. Child cuts food with knife and fork without adult assistance 90% of the time.	
				40. Child sets table with knife, fork and spoon with verbal direction only 80% of the time.	
				41. Child sets table with knife, fork and spoon without adult assistance 90% of the time.	
				42. Child pours milk from carton into his glass with no spilling 90% of the time.	
				43. Child says "please" spontaneously when appropriate 90% of the time.	
				44. Child says "thank you" spontaneously when appropriate with 90% consistency.	
				B. Miscellaneous Social Skills	
			01	1. Child stops crying when picked up, fed or cuddled 90% of the time.	
				2. Child's activity ceases when a noise is made close to child's ear 90% of the time. (4)	
			02	3. Child looks at the person's face when the person is speaking to the child 90% of the time. (4)	
				4. Child's eyes follow an object for 10 seconds as it is moved from side to side in front of his face with 90% consistency. (4)	
				5. Child smiles at an adult when adult talks and smiles at the child 90% of the time. (1)	
				6. Child recognizes his mother 90% of the time. (5)	
			03	7. Child attempts some vocalization when talked to with 90% consistency. (5)	

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Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments
				8. Child repeatedly looks at his own hands during free play. (5)	
				9. Child enjoys people without distinguishing strangers from familiars with 90% consistency. (5)	
				10. Child repeatedly pulls at his clothes during free play. (5)	
			04	11. Child pulls back when adult playfully tries to take toy with 80% consistency. (5)	
				12. Child's eyes follow for at least 10 seconds an object as it is moved in a circle in front of his eyes with 80% consistency. (4)	
				13. Child looks at a rattle when it is placed in his hand 90% of the time. (4)	
				14. Child repeatedly plays with his hands and fingers during free play. (5)	
				15. Child is able to sit when proped up for 10 minutes with 90% consistency. (5)	
			05	16. Child smiles at his reflection in a mirror with 80% consistency. (5)	
				17. Child turns head toward talking or singing 90% of the time. (5)	
				18. Child repeatedly shifts small toy from one hand to another during free play. (4)	
				19. Child repeatedly smiles spontaneously at an adult (with no visual or verbal stimualtion from the adult). (1)	
			06	20. Child smiles & vocalizes at his reflection in a mirror with 70% consistency. (5)	
				21. Child is able to sit when proped for 30 minutes with 90% consistency. (5)	
			07	22. Child can reach for a rattle when held in front of him, grab it and shake it with 90% consistency. (4)	
				23. Child reaches and pats mirror image with 70% consistency. (5)	

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Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments
				24. Child can hold a rattle for 3 minutes with 80% consistency. (5)	
				25. Child shows recognition of name being called with eye contact, smile or turning of head with 90% consistency. (3)	
			08	26. Child repeatedly bites and chews toys in play (5)	
				27. Child tries persistently to get toys out of reach with 80% consistency. (5)	
				28. Child says "dada" or "mama" when appropriate 80% of the time. (4)	
				29. Child imitates physical movements of handclapping and peek-a-boo 80% of the time.	
			09	30. Child objects loudly to disappearance of toy or object with 50% consistency. (5)	
				31. Child spontaneously hits two objects together (such as blocks) with 70% consistency. (4)	
			10	32. Child makes gestures upon request such as waving bye-bye with 80% consistency. (4)	
				33. Child can remove an object after observing its placement in a cup with 90% consistency. (4)	
				34. Child can shake head no-no, when appropriate, 50% of the time.	
				35. Child watches and attempts to imitate demonstration in use of toy with 80% consistency. (4)	
			11	36. Child offers a toy to a person but does not release it with 50% consistency. (5)	
				37. Child gives affection (hugs, pats) to familiar persons when appropriate 80% of the time. (5)	
				38. Child drops an object into a cup after demonstration 90% of the time. (4)	
				39. Child is able to play by himself for an hour or more with 70% consistency during free play time. (2)	
				40. Child shows timidity when greeted by a stranger with 70% consistency. (2)	

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Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments
			12	41. Child releases toys to an adult upon request with 80% consistency. (5)	
				42. Child obeys simple commands when accompanied by a gesture such as no-no/sit down with 80% consistency. (4)	
				43. Child likes to be within sight and hearing of an adult 80% of the time. (5)	
				44. Child repeats performances that are laughed at with 80% consistency. (2)	
				45. Child responds to music with some vocalization with 80% consistency. (3)	
			13	46. Child can scribble on a piece of paper after demonstration with 80% consistency. (4)	
				47. Child puts toys to mirror 80% of the time. (5)	
			14	48. Child indicates wants by pointing and vocalizing with 80% consistency. (5)	
				49. Child takes and holds when offered 2 small objects in one hand with 80% consistency. (4)	
				50. Child takes an interest in picture books and can turn the pages (but not one at a time) 80% of the time. (4)	
			15	51. Child indicates refusal by bodily protest with 80% consistency. (5)	
				52. Child repeatedly throws toys in play or rejection. (5)	
				53. Child needs to be restricted to places where he can't get into trouble 90% of the time. (5)	
				54. Child is dependent on adults for reassuring presence 90% of the time. (5)	
				55. Child responds to regular placements on the toilet 50% of the time. (2)	
				56. Child will have bowel movement on toilet when placed there at regular intervals but does not indicate toilet needs with 80% consistency. (2)	
				57. Child indicates wet pants by squirming or fussing with 80% consistency. (2)	

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Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments
			16	58. Child repeatedly shows or offers toy to an adult. (5)	
				59. Child rolls or throws tennis ball to an adult after the adult rolls the ball to him with 90% consistency. (1)	
			17	60. Child is easily diverted and entertained 90% of the time. (5)	
			18-23	61. Child repeatedly explores his environment energetically. (5)	
				62. Child repeatedly briefly imitates simple actions (i.e. kissing a doll or reading a book) (5)	
				63. Child imitates housework (i.e. dusting or sweeping) with 50% consistency. (1)	
				64. Child puts toys away upon request with 80% consistency. (1)	
				65. Child is able to remove some of his clothing such as shoes or underpants or coat with 80% consistency. (1)	
				66. Child can turn one page at a time in a book with 80% consistency. (4)	
				67. Child plays near other children but not with them 80% of the time. (5)	
				68. Child refers to self by name with 70% consistency. (4)	
				69. Child will fetch a sibling's toy or his mother's shoes upon request with 80% consistency. (2)	
				70. Child resists changes in his routine 80% of the time. (2)	
				71. Child repeatedly pulls a toy. (2)	
				72. Child repeatedly carries or hugs doll or stuffed animal. (2)	
				73. Child pulls adult to show him something he wants 80% of the time. (2)	
				74. Child responds to regular toilet placements with accidents being rare, but child does not indicate needs 90% of the time. (2)	

SOCIAL

Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments
			24-29	75. Child exchanges toys with other children with adult help 60% of the time. (5)	
				76. Child has strong feeling of ownership and constantly refrains "me" or "mine" when appropriate with 80% consistency. (5)	
				77. Child throws tantrums when thwarted and is not easily distracted from tantrum 80% of the time. (5)	
				78. Child tends to dawdle when his motivation is low or when tedious demands are on him 80% of the time. (3)	
				79. Child looks for missing toys with 80% consistency. (2)	
				80. Child is able to recall events of a yesterday with 80% consistency. (2)	
				81. Child recognizes and names himself when he sees his image in a mirror with 80% consistency. (2)	
				82. Child parallel plays when with group of other children with 70% consistency. (2)	
				83. Child repeatedly shows affection spontaneously. (2)	
				84. Child makes verbal distinctions between bladder and bowel functions with 80% consistency. (2)	
				85. Child smiles at praise with 80% consistency. (2)	
				86. Child pouts when scolded with 80% consistency. (2)	
			30-35	87. Child repeatedly displays independent dramatic play (i.e. puts dolls to bed, feeds them, drives car). (5)	
				88. Child repeatedly grabs toys from other children. (5)	
				89. Child enjoys using same playthings as the child next to him with 70% consistency. (5)	
				90. Child tends to cling to familiar toys and clothing with 80% consistency. (5)	
				91. Child is able to put on socks, shoes and underpants with 80% consistency. (1)	

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Initial Evaluation	Date Begun	Date Achieved	Developmental Age Norm in Months	Objective	Comments
				92. Child is able to push a toy with good steering repeatedly. (2)	
				93. Child helps to put things away upon request with 80% consistency. (2)	
				94. Child is able to carry a breakable object upon request with 80% consistency. (2)	
			36-48	95. Child joins in play with other children without adult help with 80% consistency. (5)	
				96. Child understands taking turns and waiting for turn with 90% consistency. (5)	
				97. Child shows affection for babies with 80% consistency. (5)	
				98. Child likes to play with 2-3 children and has a favorite friend with 80% consistency. (5)	
				99. Child separates from mother easily with 90% consistency. (5)	
				100. Child will sacrifice immediate satisfactions on a promise of a later reward with 80% consistency. (2)	
				101. Child imitates and conforms to expectations of him with 80% consistency. (2)	
				102. Child repeatedly plays interactive games such as hide and seek or tag. (1)	

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